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The Fremont, California Unified School District organized a continuing education program through a workshop held in the summer of 1968. This paper presents the results of that workshop. Following a statement of philosophy, an outline of the characteristics of the continuation student, and an outline of the functions of the program, an overview of the curriculum is given. A statement of guidance coordination follows. Curriculum course outlines in four areas are presented: (1) English-social studies, (2) vocational education, (3) math, state requirements, science, and (4) fine arts. Summaries of proposed evaluation procedures and orientation programs follow. A bibliography and list of resources are included. (BP)

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FREMONT UNIFIED SCHOOL DISTRICT

CONTINUATION EDUCATION

WILLIAMSON HIGH SCHOOL
3400 Eggers Drive
Fremont, California 94536

Summer 1968

003559

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INTRODUCTION

The Secondary Curriculum Council and Curriculum Coordinating Council for the Fremont Unified School District authorized a continuation education workshop to be held during the summer of 1968.

The purpose of the workshop was to develop:

1. philosophy
2. function of the program
3. curriculum offering

Members of this workshop were Moss Fuellenbach, Principal of Williamson High School; John Livergood, Head of the English Department, John F. Kennedy High School; Sam Muscolino, Dean at Mission San Jose High School; Mrs. Marie Kaiser, Counselor at Williamson High School; Mrs. Nancy Hansen, Teacher-Advisor at Williamson High School; and Bill Bradley, Teacher-Advisor at Williamson High School.

This manuscript was prepared cooperatively by the six members of this workshop. It was agreed that much of the success and implementation of this program will depend largely on the support that is given to it by our District. This support must provide an adequate and carefully selected staff, including both the classified and credentialed members. Finances must be provided to allow for innovative and individualized curriculum. The facilities must meet the educational specifications of the program and realistic teacher-pupil and counselor-pupil ratios.

PHILOSOPHY

The philosophy of the Fremont Unified School District Continuation Program is to provide a continuing educational opportunity for the student whose individual needs could not be satisfied within the framework of the regular comprehensive high school program.

This philosophy is based on the premise that all youth possess dignity and as individuals are important and capable of improvement.

CHARACTERISTICS OF CONTINUATION STUDENTS

Continuation students generally exhibit one or more of the following characteristics:

1. Poor self-image.
2. Poor reader.
3. Poor attendance.
4. Health problems.
5. Lack of positive home-family relationships.
6. Anti-social behavior.
7. Psychologically and emotionally immature.
8. Pre-delinquent or delinquent.
9. Lacks appreciation for education and future.
10. Short attendance span.
11. Non-academic.
12. Potential dropout.
13. Lacks participation in school activities.
14. Working student.
15. Occupationally oriented.
16. Underachiever or slow learner.
17. Married.
18. Pregnant.
19. Students with children.
20. Hardship cases.

Many students in the regular comprehensive high school display one or more of these characteristics. The continuation student, however, displays them generally more frequently and to a greater degree. Therefore, since most things are relative, the following definition must be interpreted within this content:

> Generally a continuation student is a high school student that cannot function or benefit in the regular comprehensive high school.

This assumes Special Education is part of the comprehensive high school's program and a student qualifying for Special Education would remain in the comprehensive high school and Special Education would provide for his specific case and special needs.

FUNCTION

It is the function of the Fremont Unified School District's Continuation Educational Program to provide a unique guidance oriented educational environment in which high school students may continue their education regardless of their handicaps.

Therefore the program should include the following:

A. A guidance oriented faculty, staff, curriculum, methodology, policies and procedures based on the individuality of each student.

B. Flexibility of faculty, staff, curriculum, methodology, policies, procedures, and facilities.

C. The major objectives of the total curriculum as well as any subject field should be based on the following: (They are listed in priority and should be emphasized accordingly in planning and implementing the continuation program.)

1. Appreciation and respect for themselves and their environment.
2. Attitude development.
3. Basic skill development.
4. Knowledge of subject matter.

OVER-VIEW OF CURRICULUM

A successful continuation staff must of necessity develop a unique curriculum. Students who come to this school are unique in the number and severity of their problems. Certainly many students in a regular high school program exhibit many of the characteristics of continuation students; however, the multitude of handicaps or the severity of limitations are in fact the very reasons these students are continuation students. Furthermore, one may logically assume that a continuation curriculum which patterns itself after the regular comprehensive high school curriculum is most certainly doomed to fail many students. Had that type of offering been successful with those students, they would not find themselves at our school.

In spite of the above facts, continuation school's curricular offering has a number of factors which prohibit excessive deviation from a regular program. Primary among these limitations is the fact that many continuation students will re-enter regular high school prior to graduation. Continuation education must also conform to State and District mandates in the area of curriculum. In addition, while some special allotments are made to our program, it by in large suffers the same limitations of personnel, facilities, and funds as are placed on other schools in the District.

Therefore, the developers of the continuation curriculum must evolve a truly unique program which will be meaningful to students with severe problems who have failed to profit from a regular program. The offering must stay within the general framework of the comprehensive high school. In order to accomplish this task, the continuation staff must capitalize on its strong points. Primary among these is its small, dedicated, and innovative staff. Continuation school, because of its small size and somewhat variable time pattern, affords the staff flexibility of organization. It is therefore, in the area of organization and approach which will afford the continuation curriculum its ability to be both unique and meaningful to its students.

Ultimately the total curriculum of continuation school will be organized around four major subject areas:

1. English - Social Studies
2. Vocations - Math
3. State Requirements, Health-Science
4. Fine Arts.

Within these areas great flexibility will be offered depending on the individual needs of the student - both personal and official transcript requirements. That is to say that a given student who needs Social Studies credit will be enrolled in the English - Social Studies and receive credit. While in that class he will develop those skills and concepts which most nearly approximate the students needs.

Problems of organization and personnel prohibit the implementation of the curriculum immediately. But the enactment of this program will be initiated during the 1968-69 school year with a pilot program in English-Social Studies and State Requirements, Health-Science. Provided this program is successful, the remaining areas of the curriculum will be converted subsequently.

COUNSELOR

The primary goal of the Counseling Staff is to assist the student in becoming the most effective person he is capable of being. To this end the role of the Counselor at Continuation School is based on an extract from the American School Counselor Association-

"THE SCHOOL COUNSELOR--WHAT HE DOES"

1. He helps to plan and develop the guidance program and the curriculum in relation to the needs of pupils.

2. Through the counseling relationship, he helps each pupil to:
   ---- understand himself in relation to the social and psychological world in which he lives.
   ---- accept himself as he is.
   ---- develop personal decision-making competencies.
   ---- resolve special problems.

3. He assumes the role of leader and consultant in the school's program of pupil appraisal by:
   ---- coordinating the accumulation and use of meaningful information about each pupil.
   ---- interpret information about pupils to them, to their parents, to teachers, and to others who are professionally concerned.
   ---- helping to identify pupils with special abilities or needs.

4. He collects and disseminates to pupils and their parents information concerning:
   ---- school offerings.
   ---- opportunities for further education.
   ---- careers and career training opportunities.

5. He coordinates the use of services available beyond those he can provide by:
   ---- making pupils and their parents aware of the availability of such services.
   ---- making appropriate referrals.
   ---- maintaining liaison and cooperative working relationships with other pupil personnel specialists and with agencies in the community where special services are available.
   ---- encourage the development and/or extension of community agencies for meeting special pupil needs that are not already adequately met.

6. He assists in providing placement services for pupils by:
   ---- planning with teachers and administrators for the grouping and scheduling of pupils.
   ---- helping pupils make appropriate choices of school programs and develop long-range plans of study.
   ---- helping them make the transition from one school level to another, from one school to another, and from school to employment successfully.
   ---- coordinating his placement work with others for the most effective use of the placement services available in the school and the community.

7. He helps parents by:
   ---- acting as a consultant to them regarding the growth and development of their children.
   ---- providing them with information about their children (with due regard to the child's desire for confidentiality).
   ---- providing them with information about educational and occupational opportunities and requirements and about counseling programs and related guidance services available to them and their children.
   ---- assisting them to develop realistic perceptions of their children's development in relation to their potentialities.

8. He serves as a consultant to members of the administrative and teaching staffs in the area of guidance by:
   ---- sharing appropriate individual pupil data with them (again with due regard for the pupil's desire for confidentiality).
   ---- helping them to identify pupils with special needs and problems.
   ---- participating in the in-service training programs.
   ---- assisting teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.

9. He conducts or cooperates with others in conducting local research related to pupil needs and how well school services are meeting those needs by:
   ---- contacting graduates and dropouts.
   ---- comparing scholastic aptitudes and achievement, selection of courses of study, and post high school experience.
   ---- study occupational trends in the community.
   ---- evaluating the school's counseling and guidance services.

10. He carries out a program of public relations by:
   ---- participating in programs of various community groups.
   ---- furnishing information regarding the counseling and guidance program to local publishers, radio and TV stations.

I. ENGLISH - SOCIAL STUDIES COURSE OUTLINE

General Remarks

A quick review of the twenty Characteristics of Continuation Students reveals that remediation of most of the problems of these students will take place in the domains of the total curriculum designated as Social Studies and English. Certain problems such as poor self-image, poor reader, lack of appreciation for education and non-academic orientation may be traced most frequently to difficulties in communicative ability. Coupled with this deficiency is the student's inability to function socially in his world. That is to say that the bulk of the problems of continuation students stem from the student's inability to adapt himself to his social environment. Poor family relationship, anti-social behavior, delinquency, and poor participation in school affairs all indicate that these students lack the skill to get along well with other people.

In view of the fact that in most cases social skills and communication are so interwoven it seems advisable to approach instruction on these areas as a single entity rather than separate disciplines. Theoretically because of the degree of sophistication, most secondary schools treat instruction in these areas separately. Because of the lack of sophistication - most deficiencies of continuation students are extremely basic - English and Social Studies learning will be treated as a unified study.

Objectives

The objectives of this curriculum then might well be stated as an elimination of those negative characteristics of behavior described on the preceeding page labeled Characteristics of Continuation Students. Ideally, each student should have a list of positive behavioral objectives compiled at the beginning of each term which he can accomplish during the instructional period. Practically, a list of the General Objectives of Social Studies - English Curriculum for the Continuation Student might read as follows:

The Social Studies - English teachers at continuation school will endeavor to help students:

1. develop ability to read with average speed and comprehension materials compiled for the consumption of the general population.
2. develop active participation in school activities and active participation in the social - political - economic activities of the general community.
3. develop positive self-image.
4. develop skills and understandings sufficient to deal with problems of personal and community health.
5. develop a positive attitude toward attendance at school.

6. develop a positive relationship with parents and siblings.
7. develop skill in communicating positively and relating with all members of the community.
8. develop positive psychological and emotional growth.
9. develop socially acceptable behavior.
10. develop an appreciation for the values of an education, both formal and informal, both present and future.
11. develop average attention spans.
12. develop a positive outlook towards academic accomplishments.
13. develop a salable occupational skills that will enable students to become productive members of society.
14. develop active and positive achievement with the learning process.
15. develop an empathetic attitude toward other members of society.

English - Social Studies Curriculum

The following will be included within this interdisciplinary curriculum:

READING - SKILL

COMPOSITION
- Expository Composition
- Creative Writing

LITERATURE
- By Genre
- Topical
- Historical - Chronological

SPEECH
- Formal - forensics
- Informal - discussion

JOURNALISM
- Analysis
- Production

DRAMA
- Formal
- Informal

A. THE INDIVIDUAL AND HIS IMMEDIATE ENVIRONMENT

1. Individual make-up
   - a. Self-concept.
   - b. Psychological - sociological make-up.
   - c. Physics.
   - d. Knowledge and skills.

2. Relationships with others
   - a. Family
   - b. Peers - other adolescents
   - c. Institutions
     - (1) Schools (teachers, deans, etc.)
     - (2) Government agencies
       - (a) law enforcement
       - (b) health agencies
       - (c) welfare agencies
     - (3) Economic
       - (a) business
       - (b) industry

3. Move to larger environment
   - a. The city
   - b. The bay area
   - c. The state
   - d. The nation
   - e. The world

B. Some Specific Activities to be Incorporated into English - Social Studies Curriculum.

1. Read and give plays.

2. Do research on subjects that are of vital interest to the students.

   a. visit people in the community.
   b. visit the public library.
   c. use resource materials within the school.

3. Work on radio spots using the tape recorder.

4. Read for enjoyment.

5. Write for and produce a school newspaper.

6. Read, discuss, and write about articles in local newspapers.

7. Research community for speakers who would be of interest to all students.

8. Care for and distribute audio visual material.

9. Write creatively (poetry, prose, etc.)

10. Listen to and participate in playing music.

11. Write songs.

12. Participate in discussions concerning self, others, community, and world at large.

13. View and evaluate films.

VOCATIONAL EDUCATION COURSE OUTLINE

The main objective of a course should involve the student's thought process. The guidelines for the choices of the activity must spring from situations the student will encounter after he leaves high school.

Students must be t a u g h t to become a part of the world about them, and to be curious about its activities.

Students who do not learn easily must be placed in situations in which they are personally involved. The most ideal approaches are:

A. Individual discovery.

B. Small group activity.

1. Students must be motivated.

2. Activity must be one in which students can generate feelings.

VOCATIONAL EDUCATION

Vocational Education - the term as used in P. L. 88-120, comprises those systematic learning experiences that have been designed primarily to fit individuals for gainful employment in recognized occupations and that are offered in schools or classes under public supervision and control.
(Vocational Education Act of 1963)

Short Range

Continuation students sorely need vocational training, but the training needs to be of the short-term nature and fairly simple in structure so that students may enter such a program when motivated and complete the offerings in a relatively short time.

1. Few have maturity or long range goals which would motivate them.
2. They need a salable skill when they graduate.

Long Range

A long range goal may be worked toward by providing short-term vocational offerings in the continuation program and the opportunity for selected continuation students to go into more intensive and long-range vocational offerings in cooperation with other institutions in the community.

The program must include training for:

1. Students who find little success in the regular academic courses.
2. Those students who normally drop out of school.
3. Those students who plan to terminate their education at the secondary level.

A well rounded program should provide students with:

1. Attitudes necessary to become productive, useful citizens.
   a. Punctual
   b. Dependable
   c. Loyal to employer.
   d. Work cooperatively with other employees.

2. Skills
   a. Necessary for entry level employment.
   b. Degree of occupational competency to hold a job.
   c. Prepare students to make transition from school to work.

3. Technical knowledge - to understand principles involved in operations related to his work.

INSTRUCTIONAL PROGRAM

Instructional Program:

A. Flexibility is the keynote.

B. Individualized to meet the need of each student.

C. Interdiscipline approach wherein curriculum is related and focused upon:
   1. Mathematics
   2. Science
   3. Selected Occupations

D. Designated programs would include:
   1. Occupational Exploration
      a. Outside Work Experience
      b. Inside Work Experience
      c. Exploratory Work Experience
   2. Home Management
      a. Family Relationships
      b. Family Health
      c. Food and Nutrition
      d. Clothing and Textiles
      e. Housing and Home Furnishing
      f. Home Management; Family Economics
      g. Child Care and Development
   3. Food Services (FEAST)
   4. Nurses Aide
   5. Business Education and Business Machines
      a. Typing (I and II, Personal)
      b. Office Practice (duplicating machines, etc.)
      c. Clerical Record Keeping
      d. Shorthand
      e. Business Machines (all types)
      f. Distributive Education (sales, merchandise handling)
   6. Trade and Industrial Education (general shops)
      a. Engines (small gas engines, marine engines)
      b. Graphic Arts (letter press, photography, lithograph, printing)
      c. Metal (welding, machine processes)
      d. Blueprint Reading, Drafting, Designing
      e. Plastics
      f. Electronics Assembly

7. Agricultural Education
    a. Plant Science
    b. Animal Science
    c. Soil Science
    d. Farm Management
    e. Agricultural Mechanization
    f. Agricultural Leadership

I. Occupational Exploration and Work Experience Education

A. Since students will be in the market for jobs they will need to learn about various jobs from representatives in various occupations.

B. Occupational Exploration may be combined with:
   1. English - writing resumes and letters to prospective employers.
   2. Math - tests in ability to meet job expectations.
   3. Business Machines

C. Occupational exploration should be started at a much earlier period in a student's education in order to assist students before they become dropouts.

D. Exploration of jobs should include field trips to places of employment and see men at work, in order to help bridge the gap between the student and his place in the "World of Work".

E. Work experience education with school supervision will give students the ability to have a meaningful relationship in the "World of Work".

F. Work experience education should include:
   1. Exploratory Work Experience Education -- Exploratory work experience is a guidance program which affords students an opportunity to observe and sample a variety of jobs in order to ascertain the student's suitability for an occupation. Students receive school credit but no pay and are not expected to perform productive work.

   2. General Work Experience Education -- General work experience education is a school coordinated part-time employment program for the purpose of assisting students to acquire proper attitudes and good work habits. The part-time employment need not be related to the occupational goal of the student. Both pay and school credit are received by the student.

   3. Vocational Work Experience Education -- This program extends vocational classes by providing part-time employment in the occupation for which the student is preparing. The part-time employment is coordinated by the school, and the student receives both pay and credit.

4. Vocational Work Experience Education (not currently enrolled in a related vocational class) -- This program offers vocational learning experiences to students in occupations for which the school offers no related vocational class. In this program the students realistic occupational objective becomes a matter of record and through school coordination the part-time employment provides preparation for full-time employment in that occupation. The student receives both pay and school credit in this program.

II. Home Management Course Outline

1. Family Relationships
2. Family Health
3. Foods and Nutrition
4. Clothing and Textiles
5. Housing and Home Furnishings
6. Home Management; Family Economics
7. Child Care and Development

Objectives:

A. Designed for persons entering or preparing to enter useful employment in the home, occupations involving knowledge and skills of the home and family services.

B. Enable individuals and families to improve their family life through more effective development and utilization of human and material resources.

Approach:

A. The program should be focused on the family and shall provide instruction in all areas of homemaking on a co-educational basis.

B. Problems studied should be derived from the needs and concerns of the individuals served, taking into account their maturity, experience, homes and communities in which they live.

C. A variety of methods such as surveys, advisory commitees, home visits, etc., shall be used to determine those needs and concerns that become the basis of the local curriculum.

III. Food Services Course Outline

FEAST - Food, Education And Service Training

Objectives:

A. A course designed to give students an understanding of the scope of the food industry.

B. To train students for various positions in food preparation, in food services and in related work.

Approach:

A. This program should be in cooperation with a school cafeteria and on the job training.

B. Team planning involving math, communications, cooking and operational techniques.

IV. Nurses' Aides Course Outline

Objectives:

A. To render supportive services to the health profession of nursing and medical and dental practices, all of which are concerned with providing diagnostic, therapeutic, preventive, and rehabilitative services.

B. Learn basic understanding and skills required in giving nursing care or other health services to people.

Approach:

A. Instruction in theory closely correlated with supervised practical experience in the clinical phase of the curriculum.

B. A major part of practical experience will be in activities directly related to patient needs.

V. Business Education Course Outline

A. Typing I and II, Personal

B. Office Practice

C. Clerical Record Keeping

D. Shorthand - Briefhand

E. Business Machines

F. Distributive Education (sales, merchandise handling, wholesaling, retailing, storing, transporting, financing, manufacturing)

Objectives:

A. To be designated to meet the needs of persons who have entered or are preparing to enter these occupations.

Approach:

A. Preparatory instruction should be provided in classes utilizing participation activities and/or in cooperative classes utilizing on the job training through part time employment.

VI. Trade and Industrial Education (General Shops) Course Outline

A. Engines - small gas, marine engines
B. Graphic Arts - letter press printing, photography, lithograph
C. Metal - welding, machine processes
D. Blueprint Reading, Drafting, Designing
E. Plastics
F. Electronic Assembler

Objectives:

1. To develop the manipulative skills, technical knowledge, and related information such as -
   a. job attitudes
   b. safety practices
   c. trade judgment necessary for employment in a trade or industrial occupation.

2. Such occupations shall include any craft, skilled trade, or semiskilled occupation which functions directly in the designing, producing, processing, fabricating, assembling, testing, modifying, maintaining, servicing, or repairing of any product or commodity.

Approach:

1. Instruction may include any subject which is planned to develop:
   a. basic manipulative skills
   b. safety practices
   c. trade morale
   d. related industrial information essential to employment in a trade and industrial occupation.

2. The related instruction is offered by shop or laboratory instructors as an integral part of the shop or laboratory experience.

VII. Agricultural Education Course Outline

Objectives:

A. Designed to meet the needs of students who plan to enter -
   1. the work of the farm or farm home.
   2. landscaping, horticulture, park and recreation development.
   3. any occupation involving knowledge and skills in agricultural subjects.

B. Designed to include the functions of producing, processing, distributing agricultural products and related services.

C. Develop competencies in one or more of the primary areas of plant science, animal science, soil science, farm management, agricultural mechanization, and agricultural leadership.

Approach:

A. The instruction deals with practical agricultural problems and include subject matter and learning experience necessary in the production and marketing of plants or animals or their products.

B. Instruction should provide:
   1. directed or supervised practice in agriculture on a farm for those students engaged in preparing for farming.

   2. practical field, laboratory, cooperative work experience for those training for occupations involving knowledge and skills in agricultural (horticulture or landscaping) subjects.

I. Mathematics Course Outline

Objectives:

A. To develop an attitude of respect for and interest in mathematics.
   1. To develop in each student an appreciation of the basic importance of mathematical skills, and to promote an awareness of the necessity for mathematical skills in everyday business transactions.

B. To provide a complete and comprehensive curriculum of mathematics which will meet the needs of the various students at levels at which they can attain some degree of success.

C. To provide a widely varied program of instruction to meet the needs of each individual, while not neglecting the fundamental skills of mathematics.

Requirements:

A. The instructor should be genuinely interested and concerned in working with continuation school students.

B. The instructor should be capable of teaching all levels of high school mathematics.

C. Equipment, facilities, and materials should be available to meet the needs of the individual students.
   1. A complete collection of texts currently used at all secondary schools in the district should be available at Williamson High School. Such materials should be accessible to the appropriate instructors.
   2. Supplementary materials to meet the needs of the individual students should be available.

D. To adequately achieve the purpose of meeting individual needs and, in the light of the speciality of Williamson High School students, class enrollment should be limited to 15 students.

Approach:

A. Placement test should be given to every entering student to facilitate proper determination of each student's needs.

B. Based upon placement test results, each student should be properly placed in a course of instruction best suited to his needs.

C. After proper placement, individualized instruction should be implemented.

D. Individualized instruction should be supplemented with other methods and tools of instructional procedure.

The following AREAS of instruction should be stressed in the mathematics curriculum to satisfy the unique needs of the continuation students:

A. Basic mathematics, stressing these areas:
   1. Proficiency in simple additions, subtraction, multiplication, and division.
   2. Basic knowledge of work in fractions.
   3. Basic knowledge of decimals and percentages.

B. Application of the above principles to everyday living.
   1. Application of basic skills to personal finance:
      a. Consumer mathematics, sales slips, unit prices and fractional quantities.
      b. Problems of the wage earner - income, deductions, bank records, and budgeting.
      c. Other areas of general importance - taxes, interest rates in relation to borrowing and buying, income from commissions, savings, life insurance, investments, and home expenditures.

C. Application of the basic skills to shop mathematics:
   1. This should include an understanding of simple geometric mathematics - as applied to problems in computing distance, areas, and volumes.

Long Range Recommendations:

A. It is understood that many students will remain in the continuation program while others will return to the regular high school where it is hoped that they will achieve a continuity in more advanced skills.
   1. Therefore, the mathematics curriculum must be designed to include individualized and organized instruction in beginning algebra, geometry, and trigonometry for those students qualified in these programs.
   2. The mathematics curriculum must provide for those students who do not pursue mathematics beyond the basic skills.

B. Continuous and periodic re-evaluation of the continuation mathematics program will be necessary to effectively provide for both current and future needs of these students.

II. State Requirements Course Outline:

Objectives:

A. To encourage students to become responsible citizens in society by knowing what to do in emergency situations where first aid practice is essential.

B. To properly inform students of the vital essentials required in the basic driving task and to motivate students toward respect of the law, especially in regard to the driving privilege.

C. To inform students of the objective facts of narcotics, alcohol, and tobacco so they may be able to make educated choices and decisions, with as full a knowledge of the consequences as possible.

Requirements:

A. The program of driver education must meet the state requirement of 2 1/2 semester periods (1/2 semester of a period per day of at least 40 minutes period).

B. To satisfy the driver education required by the State and to best facilitate the needs of all students, proper materials, equipment, and facilities should be made available.
   1. It is, of course, recognized that many materials cannot be provided on the scale of a regular program, largely due to financial reasons.
   2. Nevertheless, basic material, which will as best as possible meet the unique needs of continuation students, must be available.

C. The State Requirements teacher should be qualified in all areas of instruction, meeting requirements mandated for driver education, as well as possessing skills and knowledge in first aid procedures, knowledge of narcotics, alcohol, and tobacco.

Approach:

A. The driver education program is unique in that it serves one of the most important short range goals for students -- a driver's license.
   1. Students must be made aware of basic driving responsibilities, rules and regulations of the road, as well as an understanding and respect for the law.

a. Therefore, much group discussion should be encouraged, as well as individualized directed study toward the driving responsibility, through textbook instruction.

b. A thorough study of the Motor Vehicle Code should follow the basic introduction, thereby, best meeting the most immediate short range goal of students -- to acquire a driver's license and become a responsible driving citizen in society.

B. It is very important especially in the area of narcotics, that the instructor approach the subject in a completely honest, objective and unbiased manner.

1. The narcotic facet of the program should be based on objective information, not subjective indoctrination.
2. Students should be encouraged to keep an open mind, develop educated attitudes toward self-evaluation and choice regarding the subject of narcotics.
   a. Open and honest class discussion is extremely essential in this area of instruction so that students may be exposed to both the pros and cons of drug use, best satisfying the above approach.

Areas of Instruction:

A. Driver Education
1. The driving privilege, including the psychology of the driver, physical fitness of drivers, and effects of alcohol and drugs on driving.
2. Laws of driving, including natural laws, and man-made laws, observance and enforcement.
3. The science of driving, including the learning of driving skills under all driving conditions.

B. First Aid (based on the First Aid Textbook - The American National Red Cross).
1. The why and how of first aid
2. Wounds
3. Shock
4. Artificial Respiration
5. Poisoning by mouth
6. Injuries to bones, joints, and muscles
7. Burns and the effects of heat and cold
8. Fire prevention
9. Common emergencies, including heart attack, apoplexy, simple fainting, epilepsy, eye injuries, throat injuries, and unconsciousness for unknown reasons.
10. Transportation of injured persons

C. Alcohol instruction, including effects.

D. Tobacco instruction, including effects.

E. Narcotics instruction (based on Drug Abuse, A Source Book and Guide for Teachers, California State Department of Education, 1967).

1. Introduction to drugs, including drug abuse and drug dependence.
2. Dangerous drugs, including amphetamines and barbituates.
3. Volatile chemicals, including effects of glue, gasoline, paint thinner, hair spray, kerosene, etc.
4. Hallucinatory drugs, including marijuana, LSD, STP, DMT, PCP, peyote, and other drugs in this category.
5. Hard narcotics, including heroine, morphine, codeine, cocaine, and synthetic drugs, including demeral, etc.
6. Laws concerning drugs, especially in regard to juveniles.
7. Advances against drug abuse.

Recommendations:

A. Because of the many similarities in the approach toward meeting individual student's needs, it is believed the science program (including health education) should be assimilated into the State Requirements program to best achieve the purpose of attitude development, appreciation of self and environment, as well as the building of basic skills and knowledge of subject matter.

III. Science Course Outline

Objectives:

A. To motivate students toward the development of attitude and respect for the basic importance of the scientific method an facets.

B. To develop an appreciation of the scientific process and its relation to all facets of everyday life.

C. To provide a complete and comprehensive curriculum of basic science concepts which best meets the diverse interests and needs of all individual students.

Requirements:

A. A wide variety of materials, equipment, and facilities for science should, of course, be available, but only such materials which would adequately meet the unique needs and interests of continuation students.
   1. Students are generally terminal in nature and not ordinarily college bound.
   2. Therefore, the program should not be organized on a rigid high school approach, stressing major areas as biology, chemistry, physics, anatomy, zoology, psychology, etc.
   3. A science program offered in the continuation program should be approached with primary emphasis on practical scientific application.
   4. A more general approach to scientific principles which best meets the needs of everyday life experiences is essentially the key to teaching the scientific approach and its realistic ramifications in society.

Approach:

A. Accounting for assessment of the student's reading ability, level of competence, degree of intelligence, and interest, a unique individualistic approach to each student's concept of the scientific approach should be properly undertaken.
   1. Students must be encouraged to think so they may be able to solve everyday problems.
      a. attitudes may often be shaped by the all important ability to think and then to do something about it.

The following areas of instruction should be offered to give the student a basic exposure to scientific knowledge and concepts which may often be met in everyday situations:

A. The study of body functions and their relation to health.
   1. Included in this area would be such subjects as effects on the human body of narcotics, alcohol, and tobacco.
   2. Also included would be the study of the prevention and cure of man's diseases.

B. The study of living things, observation of living or dead animals and plants.

C. The study of physical science, including elementary concepts in chemistry, electricity, light, and weather.

D. The study of the earth and its relationship to the universe.

Recommendations:

A. The emphasis of the science program, while it should encompass all of the above areas, should be placed upon the most immediate needs of individual students.
   1. It is believed that presently great emphasis should be placed upon an objective study of the health and social effects of narcotics, both good and bad.
   2. A truly beneficial health program should be implemented within a basic science curriculum, interrelating the two subjects together as fully as possible.

FINE ARTS COURSES

I. Arts and Crafts Course Outline

Purpose:

The greatness of America has been achieved by releasing the creative abilities of men and women rather than imposing upon them the ideas of others. A school curriculum can be designed which imposes the ideas of adults upon students; that is the method used by autocrats to produce robots and yes-men. A curriculum can be designed, on the other hand, which releases the creative abilities of students, which encourages them to put the stamp of their own personality upon their methods and products; that is the method used by a democracy to develop free men and women. The solution of social and economic problems depend upon the development of citizens with initiative, imagination, and persistence.

Creative ability does not mean that the student must produce something that has never been produced before. The fact that it is new to the student, that it represents some of his own thinking and feeling, is more significant educationally than the question of novelty or technical originality. The school is concerned with the finished product only as it indicates growth on the part of the student.

All meaningful human experience involves the use of some creative ability. The architect who plans a house to suit the needs of a particular family, the business man who works out unique methods of reducing overhead or increasing sales, and the lawyer who develops novel methods of presenting evidence to influence the jury, are using creative ability, although perhaps without knowing it.

Objective:

The continuation program, particularly the curriculum in arts and crafts, should provide many opportunities for fostering and encouraging the development of creative abilities. By providing a rich background of experience from which creative ideas come, by encouraging students to express themselves through many media, by appreciating rather than by overruling the ideas of students, by displaying the work of pupils for the approval of others, and by many other methods, the teacher can build a classroom atmosphere which fosters the development of constructive creative ability.

Content:

A. Art principles for production and/or appreciation:
   1. color
   2. composition
   3. perspective
   4. design
   5. texture
   6. expression

B. Techniques - (include a wide range of media):
   1. Art
      a. drawing-sketching
      b. print
      c. design
      d. lettering
      e. murals

   2. Crafts
      a. weaving
      b. leather
      c. construction

   3. Media in arts/crafts may include examples such as:
      a. metal
      b. oil paint
      c. water paint
      d. poster paint
      e. clay
      f. tile
      g. wood
      h. leather
      i. paper mache
      j. paper
      k. plastic
      l. glass
      m. charcoal
      n. crayon
      o. wax
      p. soap
      q. ink
      r. chalk
      s. etc.

II. Music Course Outline

Purpose:

The importance of skills and knowledge for developing musical talent is, of course, recognized. It will be the purpose of this course, however, to develop the opportunity for full understanding of music in various forms and an appreciation for all forms of music.

Objective: (Approach)

The approach in this course is concerned with promoting enjoyment and understanding of music through extensive, varied and meaningful experiences. Field trips, community resource persons should be used as well as classroom activities.

Content:

The music program should include:

1. listening.
2. singing.
3. rhythmic experiences.
4. creative experiences.
5. utilization of individual talent or interest in this field.
6. analysis of contemporary music: melody, rythm and lyrics.
7. history of music forms and styles.
8. leading contributers to the field of music, past and present.

EVALUATION

As described in the FUNCTION OF CONTINUATION EDUCATION, the major objectives in any subject field are based upon:

1. Appreciation and respect for the students and their environment.

2. Attitude development.

3. Basic skill development.

4. Knowledge of subject matter.

These are listed in order of priority and emphasis should be placed accordingly.

The evaluation of each student's individual progress would logically need to be based upon measurable outcomes which show improvement in these areas.

As long as traditional grades are to be used at this time in the continuation program, the following criteria will generally most accurately report progress in the above areas:

1. Attendance.

2. Participation.

3. Performance dealing with subject matter.

4. Grading should be done individually in relationship to the student's own ability and potential - not in direct compe - tition with any other student or groups of students.

Evaluation

It should be stressed that the individual student will be considered in every case. A student's "grade" or other evaluation will not be determined on a basis of what others in the class or school are doing or accomplishing.

Of prime importance will be the progress the student makes in his ability to live successfully with himself within the framework of his world.

Helping each student achieve a greater degree of success here, then, is our real purpose for existing. Evaluating these kinds of gains is for the most part a subjective evaluation on the part of the teacher particularly and the staff generally.

While it would no doubt be possible to devise some kinds of measurements in the form of attitudes, emotional stability, decision making skills, it would accomplish no purpose as far as benefiting the individual student. Since our prime concern is to enrich the life of that student, the time and effort to devise or administer such scales or tests would be better spent in other ways.

For someone who is on the staff of a continuation high school, it is naive to believe that a student's "progress" can actually be evaluated tangibly. If one could visit a school and observe the new student and sense the aura about him the day he arrives, and then return to observe the same student in attitudes, behavior, and relationships some time later, an evaluation could be made on the second visit. Again, subjective, but <u>real</u>. This positive change in a student reflects in his ability to adjust to his home environment, community laws, and employment. These are more tangible measurements.

It is believed that these kinds of positive changes will be fostered in the program as set forth in our continuation high school.

ORIENTATION PROGRAM

A program designed to make a more meaningful and positive transition from comprehensive schools to continuation school.

This program will be:

1. guidance-oriented.
2. flexible.
3. outside the context of the regular program.

Approach:

Students will be approached on an individual personal basis. A team of four to five teachers, counselors and principal will work individually and in groups to welcome the student and to help the student arrive at an accurate estimation of himself and his immediate situation. Such an estimation will necessarily involve:

1. reason for lack of success at comprehensive high school.
2. grades and credits earned to date.
3. test results, basic skills.
4. ability and attitudes.
5. opportunities available.

On the basis of this total evaluation, the program will then assist the student in outlining his program and course of action within the context of Williamson High School.

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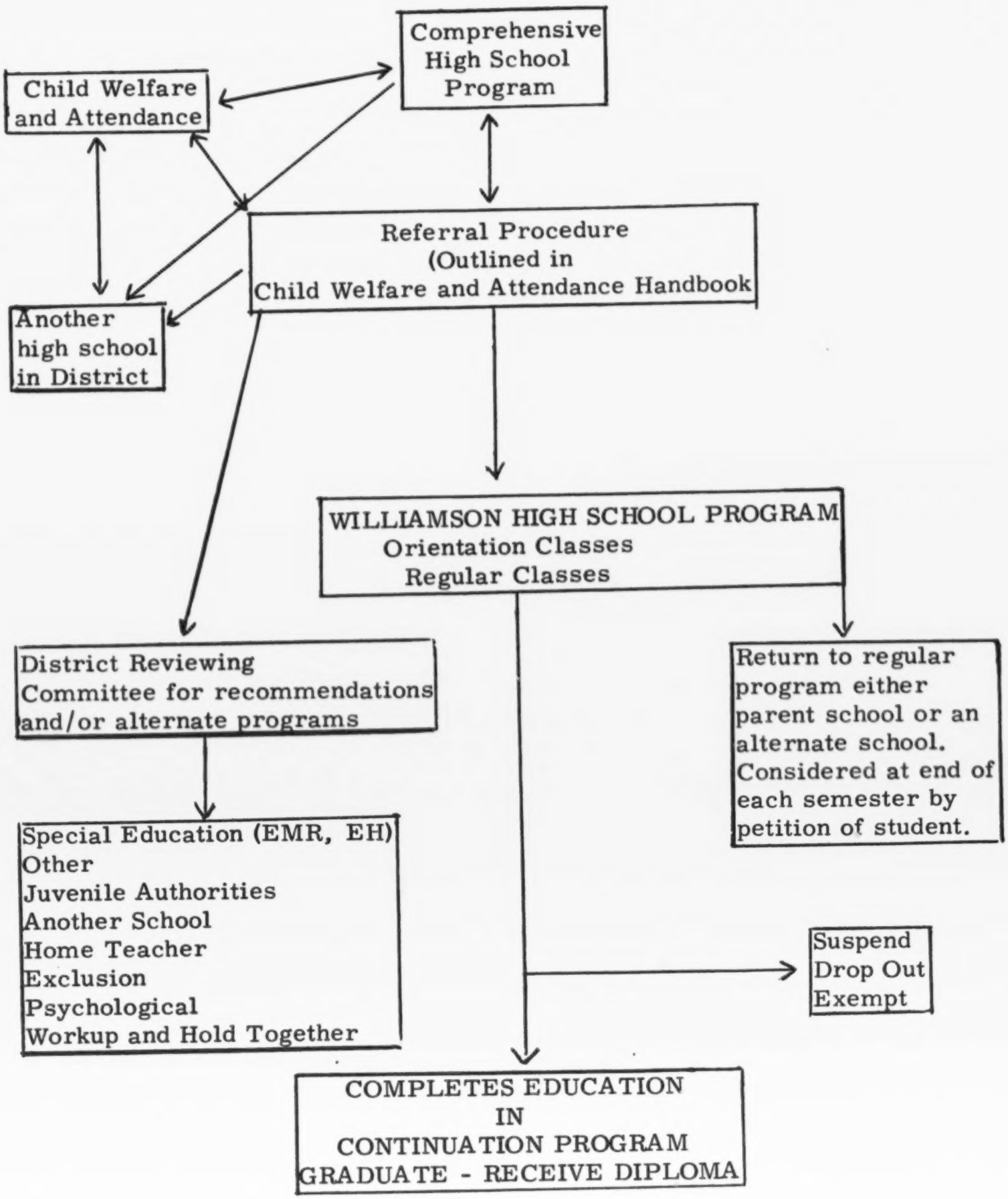
FREMONT UNIFIED SCHOOL DISTRICT


Comprehensive High School Program
Child Welfare and Attendance
Referral Procedure (Outlined in Child Welfare and Attendance Handbook
Another high school in District
WILLIAMSON HIGH SCHOOL PROGRAM
Orientation Classes
Regular Classes
District Reviewing Committee for recommendations and/or alternate programs
Return to regular program either parent school or an alternate school. Considered at end of each semester by petition of student.
Special Education (EMR, EH)
Other
Juvenile Authorities
Another School
Home Teacher
Exclusion
Psychological
Workup and Hold Together
Suspend
Drop Out
Exempt
COMPLETES EDUCATION IN CONTINUATION PROGRAM GRADUATE - RECEIVE DIPLOMA

RECOMMENDATIONS

1. During the 1968-69 school year educational specifications should be developed with the District Architect for immediate plans for a new permanent facility. This is in compliance with the State Department of Education agreement allowing us to build a temporary facility with the understanding that we would immediately work on developing a permanent plant.

2. A workshop during the summer of 1969 should be planned in order to further develop this curriculum and to study the following:

   A. open enrollment - the present practice creates a punitive aspect to the program based on suspensions. Many continuation programs are nonpunative in nature.

   B. federal grants

   C. field trips

   D. staffing

   E. counseling time

   F. grading

3. A workshop as soon as possible, possibly for week-ends, to include deans, counselors, and the continuation staff in order to develop a program of liaison and articulation. A great deal of clarification is also needed in terms of interpreting the continuation program to the comprehensive high school.

ADDENDUM

WILLIAMSON HIGH SCHOOL
Fremont Unified School District's Continuation Education Program

I. A general report and basic philosophy of Continuation Education was accepted and approved by the Secondary Curriculum Council, February 19, 1968. A copy of this is available upon request. (A summary of this philosophy and report is as follows:)

A. Philosophy

1. Continuation Education takes the student where he is and helps him develop into a contributive citizen at the highest possible level within the limits of his ability and his personality.
2. Pressure should be reduced and every opportunity for success provided.
3. Provide an individualized program of instruction and guidance.
4. Provide a guidance oriented institution and staff.

B. History

1919 - First Continuation Program in California, mainly for working students.
1929 - Program expanded.
1965 - Education Code Section 10607.5.
1967 - Education Code Section 10607.5 was amended to 21 days.
1968 - Division of Instruction, California State Department of Education, March 29, 1968, Annual Report shows growth from 13 Continuation High Schools 1963-64, to 138 Continuation High Schools operating 1967-68.

C. Types of Students

Generally poor self-image, lack appreciation for education and future, non-conformist, pre-delinquent or delinquent, socially or psychologically immature, non-academic, occupationally oriented, underachiever, pregnant, married, students with children, hardship cases. (Continuation Education is not meant for students that normally qualify for Special Education Programs that exist in the comprehensive high schools, such as E.M.R., Physically Handicapped, etc.)

D. General Education Program and Curriculum

Major objectives in all subject areas must emphasize the following and in the following priority:

1. attitudes,
2. appreciation of themselves and their environment,
3. basic skills,
4. knowledge and subject matter.

General program is to provide a new opportunity and atmosphere for academic and personal acceptance as a student with a problem, small student body, an empathic guidance oriented staff with special training and interest in divergent youth, and remedial instruction.

II. Referral Policy (approved April 5, 1968)

A. Fremont's Continuation Education Program is offered at Williamson High School. The following students may be referred to this program:
   1. students suspended from the comprehensive high schools within the provision of Education Code 10607.5,
   2. drop-outs,
   3. pregnant girls,
   4. working students,
   5. Generalization - Any student that cannot function or benefit in a regular comprehensive high school due generally to lack of adjustment, may qualify as a Continuation Education Student.

B. No student will be referred with fewer than 11 days suspension. Students may be referred with 11 to 20 days and students must be referred with 21 or more days. Exceptions to these general rules may be requested through the Child Welfare and Attendance Office.

C. The Screening Committee can be invoked by the Continuation Program if it wishes to have assistance considering a student who has accumulated more than 10 days but fewer than 21 days of suspension and is being recommended for enrollment.

D. All referrals from the comprehensive high school to Williamson High School are handled by an actual meeting of appropriate personnel from both referring school and the continuation program.

E. Students less than 15 years of age who have serious truancy problems will be referred, not to the continuation program but to Child Welfare and Attendance, where they would be considered for transfer to a second comprehensive high school. If success is not achieved in this second setting, at that time a referral would be made to the continuation program.

F. Any Junior High School students referred to the continuation program will be reviewed by the District Screening Committee and alternatives be considered. Continuation Education is designed primarily for students in grades 9 through 12.

III. Procedure

A. The referring principal or his delegate shall forward:
   1. Application, Form A,
   2. Parent Awareness, Form B, either signed by the parent or, in lieu of the parent's signature, the referring administrator verifies that the parents are aware of the referral by his statement and signature.
   3. grades to date of referral,
   4. transcript of all credits,
   5. all cumulative records, including the Psychological Folder,
   6. discipline reports,
   7. counseling information,
   8. in cases where the student qualifies for a Truancy Referral, a copy of this referral and Truancy Hearing Report.

B. Screening Action

1. Referrals are all processed and action taken only one day per week; at the present time it is each Tuesday. Referrals received on or before Tuesday will receive the following action - (1) approval, (2) not approved, (3) referred to C.W.A. and/or District Committee. Students accepted will be notified on Wednesday of the screening action. Those students approved will be advised to report on the following Monday for orientation. The referring schools will also be notified on Wednesday of the screening action. A student officially becomes the reponsibility of Williamson High School upon his acceptance, however, if he is not accepted he remains the responsibility of the referring school until such time as he is officially accepted.
2. In cases where the District Screening Committee must be invoked, a meeting will be called at the earliest possible time for action.
3. A cut-off date for enrollment in the Continuation Program will be approximately two weeks before the end of the first semester and four weeks before the end of the school year. Students referred after the cut-off dates will be accepted but not enrolled until the following semester.

C. Students Returning to the Comprehensive Program

1. Students are permitted to return to the regular comprehensive program at the end of each semester upon approval of the Williamson High School Principal.
2. Students desiring to return must fill out a petition at Williamson.
3. The petitioning student should have met the residence requirement of approximately one semester and received a recommendation from the continuation staff. This recommendation is based on the student generally proving himself eligible to return by his attendance, behavior, and effort at Williamson. Meetings for the students and counselors will be called by the Principal and a time set for adequate scheduling and counseling prior to the returning date.
4. Students transferred to a school other than their former school should be mutually agreed upon. In disputed cases the Principal of Williamson will confer with the Principal of the recommended school for clarification and agreement. Final approval of intra-district transfers will be processed through the Child Welfare and Attendance Office.
5. Students that have been referred back to the comprehensive program may return to Williamson High voluntarily during the first quarter with their counselor's recommendation and prior to 11 days suspension. If the student is referred back to Williamson after this time, he will be accepted but not enrolled until the following semester.

   Students that remain successful for at least one semester will be treated as a new candidate to the program and will be processed as a new referral.
6. Williamson High School must send the following records to the student's receiving school:
   1. transcript,
   2. cumulative records, including the Psychological Folder,
   3. grades to date of withdrawal,
   4. counseling information,
   5. in cases where the student has had a Truancy Referral, a copy of this referral and Truancy Hearing Report.

FREMONT UNIFIED SCHOOL DISTRICT
Fremont, California

Dear_____:

Your son/daughter has completed an application form and has been referred to our Continuation Program at Williamson High School.

Assumption of responsibility and close working relations with parents are essential requirements for participation in the program. You will be asked to help by encouraging punctuality and regular attendance in school. In addition you will be expected to give support and encouragement, so necessary for success in the Continuation Program.

Complete and return this form indicating your awareness of this referral.

You will be notified by Williamson High School in regard to acceptance and orientation date. Parents are encouraged to attend the orientation meeting with your student.

Sincerely yours,

I am aware that my son/daughter_____is being
(name of student)
referred to Williamson High School.

I will participate as necessary and help to assure my child's success in school.

_____
Signature of Parent or Guardian

_____
Address

Please return to _____High School.

Return by _____
(date)

Form - B

FREMONT UNIFIED SCHOOL DISTRICT
Fremont, California

WILLIAMSON HIGH SCHOOL

3400 Eggers Drive
Fremont, California
792-2512

APPLICATION FORM - CONTINUATION EDUCATION

Date_____

Name_____
Last First Middle

Address_____ Telephone Number_____
Number Street

Parent or Guardian_____
Last First Middle

Address (If not same as above)_____
Number Street City

Date of Birth_____ Age____ Counselor_____
Month Day Year

School presently attending_____ Date of last attendance_____

Grade at present (Circle) 8 9 10 11 12

Do you need help in reading? Yes_____ No_____

Do you have a job? Yes_____ No_____

Where_____

Address_____ Telephone Number_____

Do you have a work permit? Yes_____ No_____

Return to:_____High School

Issued by:_____

Date_____

PLEASE NOTE: APPLICATION IS NOT COMPLETE UNTIL THE REVERSE SIDE HAS BEEN COMPLETED. All records must be forwarded with this COMPLETED application to Continuation High School.

FORM - A
Revised 10-11-67

CHECK LIST

FOR OFFICE USE ONLY

_____Application FORM - A
_____Parent's Awareness FORM - B
_____Transcript
_____Cumulative records
_____Discipline records
_____Counseling Services
_____Education records FORM - C (When Necessary)
_____Health records
_____Psychological records

Suspensions:
(To be completed by
Ass't. Principal)

Date	Reason	Total Days

Grades to Date

Subject	Grade

Has the student been declared a truant? Yes_____ No_____

Was district hearing held? Yes_____ No_____

Has student been referred to Pupil Services for psychological services?

Date_____ Yes_____ No_____

I verify that this form has been completed and all transcripts, cumulative folders, psychological, and other reports are being forwarded to Williamson High School with this form.

Verification_____
Signature Ass't. Principal, Guidance

Form approved by Screening Committee
10/67